

Quality Indicators: Model Continuation High School Program

Instructions: Mark the box that best describes the level of implementation of each indicator at your school. Briefly describe the evidence that validates the implementation of each indicator that is marked "In Place".	IN PLACE	NOT IN PLACE
A. SCHOOL MANAGEMENT: Leadership is an important element of a quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership of alternative education programs is needed to effect high expectations of students within a caring community. This section may be used as a guide to program improvement and long term planning.		
1. The philosophy, goals, and mission of the program were developed, and are regularly reviewed, by staff, students, parents, and the community. Evidence:		
2. The principal provides strong positive leadership as indicated by: – shared decision making – co-creating a positive climate – supporting policies that are responsive to student needs Evidence:		
3. Student referrals to the alternative program are made within the parameters of the California Education Code, other appropriate legal codes, and officially adopted Governing Board policies. Evidence:		
4. The administration is supportive of teachers' innovations and efforts. There is a process in place to support teacher/staff efforts for change and innovation. Teachers are involved in the planning process. Evidence:		
5. Policies and procedures for the program are written and uniformly followed. Evidence:		
6. The school/program receives support from the district administration and governing board in the areas of: – equitable resources allocations – positive public support – identification of students Evidence:		
7. There is adequate flexibility in school policies to meet the individual needs of students. Evidence:		
8. Teachers are selected on the basis of education, experience, and commitment. Evidence:		
9. The school abides by all rules and regulations promulgated by Title IX (sex equity). Evidence:		

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A. SCHOOL MANAGEMENT Quality Indicators continued:		
	IN PLACE	NOT IN PLACE
10. Qualified and capable students are encouraged and permitted to concurrently enroll in other learning opportunities (comprehensive high school, Regional Occupation Center/Program, community college, community-based education, etc.). Evidence:		
11. The school operates a schedule with maximum flexibility to accommodate the individual needs of students. Evidence:		
12. The school has gone through a self-study/evaluation, i.e. P.Q.R., W.A.S.C., C.C.R., etc. Evidence:		
13. All special education students are referred through their Individual Education Program Committee and provided with prescribed special education services. Evidence:		
14. All regular and categorical funds to which a student is entitled have followed him/her to the alternative program. Evidence:		
15. Teachers are involved in the planning process for the school. Evidence:		
16. Staff members are recognized for a job well done. Evidence:		
17. A process is in place that allows staff to determine the credit value of work accomplished by students. Evidence:		

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<p>B. CURRICULUM: A high school education should offer a common core of knowledge to all students to prepare them for life-long learning. Alternative programs are developed to assure that optional pathways are available to achieve success in the core curriculum. Through this core curriculum, all students should be able to develop the skills of reading, writing, speaking, listening, calculating, and learning. Diversity in instructional strategies is encouraged so that the curriculum becomes relevant and meaningful to each student. Support services are provided to assure that students' personal, social, and academic needs are met.</p>	IN PLACE	NOT IN PLACE
<p>1. The school's curriculum is aligned with the State Board of Education's "Model Curriculum Standards" and the state curriculum frameworks. Evidence:</p>		
<p>2. The core curriculum is accessible to each student and includes:</p> <ul style="list-style-type: none"> – English/Language Arts – History/Social Science – Mathematics – Science/Health – Physical Education – Foreign Language/Visual and Performing Arts <p>Evidence:</p>		
<p>3. All students have access to courses, programs or training for:</p> <ul style="list-style-type: none"> – college preparation – vocational/technical education – work experience education <p>Evidence:</p>		
<p>4. All students have access on or off site to courses that meet the University of California A -G entrance requirements. Evidence:</p>		
<p>5. The curriculum is culturally sensitive and reflects the ethnic, racial, and diverse nature of the community. Evidence:</p>		
<p>6. Requirements may be met through a competency-based education plan with an open-entry/open-exit policy. Evidence:</p>		
<p>7. Students are placed in an educational program based on individual assessment. Evidence:</p>		
<p>8. All teachers are qualified to teach in their assignments. Evidence:</p>		
<p>9. Co-curricular programs exist to assist students in developing self-esteem, social and emotional maturity, and in becoming productive members of their community and society. Evidence:</p>		

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<p>C. INSTRUCTIONAL STRATEGIES: An important strength of alternative education is how the courses are taught. Strategies should reflect sensitivity to each student's strengths and needs, the individual learning style of each student, and the climate in the classroom. Presentation of the curriculum should include hands-on approaches that are meaningful and relevant to each student's life. Meeting the challenge of excellence in education requires a variety of instructional approaches that can be adapted to meet the needs of students and teachers.</p>	IN PLACE	NOT IN PLACE
<p>1. A variety of instructional practices are used to present the curriculum in a way that is relevant to students' needs and encourages students to be personally responsible for their learning. Evidence:</p>		
<p>2. Learning is self-paced and the student sets his/her own time frame for completion of a course with help from instructional staff. Evidence:</p>		
<p>3. Student progress is monitored frequently to assure success in achieving objectives. Evidence:</p>		
<p>4. Students express an accurate assessment of their progress and achievement in both affective and cognitive domains. Evidence:</p>		
<p>5. Cooperative learning strategies are practiced to increase the learning of basic skills and to promote positive student interactions. Evidence:</p>		
<p>6. Rewards and incentives are used to enhance student motivation and to acknowledge student accomplishments. Evidence:</p>		
<p>7. Teachers demonstrate a commitment to student achievement by promoting high expectations. Evidence:</p>		
<p>8. A strong commitment to student success reflects the belief that every student can succeed, as reflected by teachers that practice a "no-failure" instructional system. Evidence:</p>		
<p>9. Skill building and tutoring are available to all students who need them. Evidence:</p>		
<p>10. The pupil-to-teacher ratio is consistent with the CDE recommendation of 15:1 based on ADA (enrollment of 20:1 average for the current year is considered to be equivalent to 15:1 based on ADA). Evidence:</p>		
<p>11. Teachers are provided staff development opportunities to improve their effectiveness and update their teaching practices through the use of current technologies. Evidence:</p>		

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C. INSTRUCTIONAL STRATEGIES Quality Indicators continued: An important strength of alternative education is how the courses are taught. Strategies should reflect	IN PLACE	NOT IN PLACE
12. Teachers participate in all district-wide curriculum and staff development activities. Evidence:		

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<p>D. EDUCATIONAL CLIMATE: The educational climate of a school is set by students, staff, and the community. Quality learning and high standards are attainable within a positive climate in which each person is respected and individual worth is honored. Successful experiences, encouragement, opportunities for professional growth, high expectations, trust, and caring are signs of a positive climate where teaching and learning can thrive. The alternative program offers an environment where students and teachers experience mutual respect and a strong sense of self-worth.</p>	IN PLACE	NOT IN PLACE
<p>1. The school buildings and facilities are clean and well maintained and are adequate to provide for the school program. Evidence:</p>		
<p>2. The school provides a safe environment for learning. Evidence:</p>		
<p>3. There is open communication among the staff and students that promotes mutual respect. Evidence:</p>		
<p>4. Teachers have access to the instructional materials necessary to provide quality instruction. Evidence:</p>		
<p>5. The staff is committed to working as a team to evaluate school goals and progress. Evidence:</p>		
<p>6. Students and teachers feel they can trust one another. Evidence:</p>		
<p>7. Positive approaches to discipline are practiced and the conduct code is implemented in a fair and consistent manner. Evidence:</p>		
<p>8. There are appropriate referrals to outside agencies based on student needs. Evidence:</p>		
<p>9. Parents are supportive of the school program. Evidence:</p>		
<p>10. Extra curricular and social activities are available to students and are supported by staff. Evidence:</p>		
<p>11. Program activities include strategies to strengthen self-esteem. Evidence:</p>		
<p>12. Staff feels a commitment to the school and is involved with the students, parents, and community. Evidence:</p>		

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D. EDUCATIONAL CLIMATE Quality Indicators continued:	IN PLACE	NOT IN PLACE
13. Students are exposed to a variety of positive adult role models with whom they can identify. Evidence:		
14. The school community emits a warm caring atmosphere. Evidence:		

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<p>E. GUIDANCE AND COUNSELING: Alternative schools strive to provide an intensive support system to students that will promote successful experience in school, in the community, and in the transition from school to work. Guidance and counseling are an integral part of an alternative education program. The multiple needs that students bring to school often require individual counseling, information and referral, coordination of services, and ready access to a broad range of resources.</p>	IN PLACE	NOT IN PLACE
<p>1. Students have access to counseling services that meet their social, academic, career, and emotional needs. Evidence:</p> <p>Optional: Please indicate if you use 10th grade counseling resources.</p>		
<p>2. Each student meets regularly with staff to ensure that their educational plan is both comprehensive and balanced. Evidence:</p>		
<p>3. Career preparation, employability skills training, and job opportunity information are provided by the program/school. Evidence:</p>		
<p>4. Referral services for support and/or rehabilitative programs are available for students with problems stemming from:</p> <ul style="list-style-type: none"> – substance abuse – physical or sexual abuse – gang affiliation – emotional or mental stress – other factors <p>Evidence:</p>		
<p>5. All students have access to a state-approved work experience program. Evidence:</p>		
<p>6. Students are encouraged to develop a long-range perspective and to clarify goals through an individually prescribed educational plan. Evidence:</p>		
<p>7. Parents, teachers, and counselors help students develop an educational plan to achieve desired goals. Evidence:</p>		
<p>8. Provisions are made to ensure a smooth transition from school to work. Evidence:</p>		